

Crisis Education Project Profile - Vietnam

Project Title: Unexploded Ordinance/Landmine Risk Education Program

Implementing Organization: Catholic Relief Services

Scope/geographical coverage: Quang Binh and Quang Tri provinces, Vietnam

Type of Programming: School and community-based UXO/mine risk education

Target group/beneficiaries: Approximately 5,000 primary school age children and 200 teachers

Stage: Transitional (Post-conflict)

Environmental Context of the Program

SOCIAL: Infrastructure and access to social services are limited, though human development in the areas of education, health care, culture and arts is relatively strong.

CULTURAL/RELIGION: 54 ethnic groups live in Vietnam, including the Tay, Thai, Muong, Hoa, Khmer and Nung. Buddhism is the most practiced religion in Vietnam, with minorities of Christianity (mostly Catholicism) and indigenous religions such as Hoa Hao and Cao Dai. Vietnamese follow a lunar calendar and show respect for their ancestors through commemoration of death anniversaries. Vietnamese is the official national language.

ECONOMIC: Vietnam's economy has developed rapidly since the 1980s, when it was among the poorest countries in the world. Through market reforms, Vietnam has moved from encountering food shortages to becoming the second largest rice exporter in the world. Vietnam also exports garments/textiles, crude oil, coffee, tea, rubber, and handicrafts. Today efforts are made to promote industrialization and modernization.

Political Relationships: Vietnam regained its independence from France in 1945 and then entered into a prolonged war with France and later with the United States. The Vietnam War ended in 1975 with a victory of the Communist North over the US-backed southern regime in Saigon. Vietnam remains a one-party state; the Communist Party of Vietnam holds congresses every 5 years to outline the overall direction of the country. In recent years, the National Assembly has played a larger role in formulating laws and policies.

Program Description: Unexploded Ordnance/Landmine Risk Education Program

TARGET GROUP: Primary school children, their parents and communities in the most heavily UXO-affected areas practice techniques to prevent accidents and to reduce risk of injury and death. The curriculum also includes awareness raising about the rights and dignity of people with disabilities.

COMMUNITY MOBILIZATION: Successful risk reduction requires efforts in the broader community, such as parent-school events and child-to-child outreach.

TEACHER TRAINING CURRICULUM: Develop and revise textbooks and teacher training manuals for grades 1-5 on landmine/UXO risk reduction. Train teachers, administrators and primary school age children in accident prevention and disability awareness. Develop supplemental materials that reinforce the "do not touch" message.

Textbook lessons include:

Grade 1:

- Lesson 1: Mines and unexploded ordinance (UXO)
- Lesson 2: Many kinds of mines and UXO
- Lesson 2: Do not pick up strange object
- Lesson 4: Stay away from dangerous places
- Lesson 5: Mines and UXO are dangerous
- Lesson 6: The stork feels regretful
- Lesson 7: Help your peers with disabilities
- Lesson 8: A good couple of friends
- Lesson 9: Help victims of UXO accidents
- Lesson 10: Review

Grade 2:

- Lesson 1: Where can mines/UXO be seen?
- Lesson 2: Why are there mines/UXO?
- Lesson 3: Be careful when playing
- Lesson 4: A dangerous game
- Lesson 5: Dangers of mines/UXO
- Lesson 6: Implications of having an accident
- Lesson 7: A good deed
- Lesson 8: Respect people with disabilities
- Lesson 9: Aid UXO victims
- Lesson 10: Review

Grade 3:

- Lesson 1: Characteristics of mines and UXO
- Lesson 2: Gathering firewood
- Lesson 3: Curiosity leading to death
- Lesson 4: Ways of preventing mine and UXO accidents
- Lesson 5: Dong's story
- Lesson 6: Implications of having mine/UXO accidents
- Lesson 7: Understanding and sharing
- Lesson 8: My dream
- Lesson 9: What will you do when seeing mine/UXO victims?
- Lesson 10: Review

TEACHER TRAINING CURRICULUM (CONTINUED):

Grade 4:

- Lesson 1: Characteristics of landmines and UXO
- Lesson 2: Where can UXO be seen?
- Lesson 3: On the football field
- Lesson 4: Cutting grass
- Lesson 5: UXO and landmines restrict cultivation
- Lesson 6: Love others as you love yourself
- Lesson 7: Kind persons, good actions
- Lesson 8: First aid for victims
- Lesson 9: Practice
- Lesson 10: Review

Grade 5:

- Lesson 1: Many kinds of mines and UXO
- Lesson 2: The dangers of bombs and UXO
- Lesson 3: We can be safe
- Lesson 4: Everyone should protect themselves from mine/UXO accidents
- Lesson 5: Hope
- Lesson 6: Overcoming difficulties
- Lesson 7: Overcoming disabilities
- Lesson 8: First aid for the victim in shock
- Lesson 9: Practice first aid for a bleeding wound
- Lesson 10: Review

Programming Interventions: Impact and Effectiveness

ACCESS: Primary school attendance rates are near 100%, so all children are included in UXO/mine risk awareness programs.

MANAGEMENT: Teachers and administrators receive training in the UXO/landmine risk education curriculum. The provincial Department of Education takes a leadership role in standardizing and universalizing the program.

QUALITY: Training seminars and workshops have improved the quality of teaching overall by emphasizing interaction among teachers and students, cooperative learning, and participatory child-to-child activities.

OVERALL PROGRAM EFFECTIVENESS: Reduction of UXO/landmine casualties in target areas by as much as 50%.

EQUIP1: Building Educational Quality through Classrooms, Schools, and

Communities is a multi-faceted program designed to raise the quality of classroom teaching and the level of student learning by effecting school-level changes. EQUIP1 serves all levels of education, from early childhood development for school readiness, to primary and secondary education, adult basic education, pre-vocational training, and the provision of life-skills. Activities range from teacher support in course content and instructional practices, to principal support for teacher performance, and community involvement for improving school management and infrastructure. EQUIP1 works with food for education issues and contributes to the provision of education and training in crisis and post-crisis environments.

The American Institutes for Research (AIR) is the lead organization responsible for implementing EQUIP1 and is joined by fourteen outstanding partners; Academy for Educational Development, Aga Khan Foundation USA, CARE, Discovery Channel Global Education Fund, Education Development Center, Howard University, International Reading Association, The Joseph P. Kennedy, Jr. Foundation, Juárez & Associates, Inc., Michigan State University, Save the Children Federation, Inc., Sesame Workshop, University of Pittsburgh, and World Education, Inc..

EQUIP1 is funded by the United States Agency for International Development (USAID)
Cooperative Agreement No. GDG-A-00-03-00008-00



Web site: <http://www.EQUIP123.net>
Email: EQUIP1@air.org